DOCUMENT RESUME

ED 151 267 SO 010 717

TITLE Responsibility Education Handbook (1977-78 Edition).
INSTITUTION Illinois State Office of Education, Springfield.
PUB DATE 78
NOTE 59p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Affective Objectives; Citizenship; Citizenship Responsibility; Cognitive Objectives; Concept Formation; *Curriculum Development; Decision Making Skills; *Democratic Values; Educational Needs; *Educational Objectives; Educational Resources; Educational Responsibility; Elementary Secondary Education; Environmental Education; Health Education; Personal Growth; Personal Values; Program Descriptions; Program Evaluation; *Responsibility; *School Role; Skill Development; Social Responsibility; Student Attitudes; *Values
IDENTIFIERS *Illinois

ABSTRACT

Focusing on skills and attitudes necessary for responsible action, the handbook describes responsibility education programs for students and suggests resources for promoting program development. Responsibility education is defined as a process which gives students enriched school-directed citizenship experiences. Responsibility education curriculum concentrates on law, economics, ecology, communication, career awareness, and health and safety skills. The document is presented in four major sections. Section I defines responsibility education; discusses content, process, and objectives of responsibility education programs; and provides suggestions for curriculum development. Section II outlines five steps in program development: creating awareness of the need for responsibility education; evaluating programs; and developing, implementing, and evaluating responsibility experiences. Information on implementing each step is offered. Section III identifies responsibility education information, materials, and funding resources in Illinois, Missouri, Indiana, Ohio, and Michigan. The final section describes 46 responsibility education programs in Illinois school districts. For each program, the following information is given: program title, school district, school, address, telephone number, contact person, program objectives, funding, grade level, parent or community participation, and skills. (Author/DB)

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# RESPONSIBILITY EDUCATION HANDBOOK
# (1977-78 edition)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

## FOREWORD

It is with pleasure that the State Board of Education and the Illinois Office of Education present the Responsibility Education Handbook to enhance the growth and development of education for responsibility throughout the state. Prepared by a task force of representatives from responsibility education network schools and edited by William Stepien from Lundee School District #300, the handbook is intended to be a dynamic document that provides updated information on responsibility education efforts in school districts and resources available to promote program development.

We hope that this handbook will serve as the catalyst in forming partnerships between this office, local communities and schools to establish responsibility education as a priority goal of education.

Joseph M. Cronin
State Superintendent of Education

# Responsibility Education Concept Paper

## What is Responsibility Education?

Responsibility education, the fourth R, is an important educational movement endorsed and supported by the State Board of Education and by the state superintendent, Dr. Joseph M. Cronin. Responsibility education as a concept restructures and redefines schooling and education to emphasize the attitudes, dispositions, and habits which lead to the development of a sense of responsibility within each individual; and the knowledge, skills, judgments, standards, and commitments needed by an individual to act responsibly. Responsibility education can also be defined as "that process whereby the students have an enriched experience in the learning of how to become responsible citizens in our democratic society...while attending school."

Responsibility education seeks to focus the educational experiences of children in two main directions. The first is to build commitment in students of societal ideals by promoting the development of democratic values and a disposition toward acting responsibly. This goal leads to a sense of responsibility for doing what is best for oneself, one's family, and one's community - local and global.

The second direction calls for the acquisition of those understandings and skills necessary to translate a sense of responsibility into responsible behavior. Behavior which is described by Olympia Community Unit No. 16 schools, an Illinois district already developing a responsibility education curriculum, as "involving both an understanding of what is acceptable and a preference to act accordingly."

Citizens educated for responsibility recognize the need for active involvement in society's institutions and are willing to be held accountable for their actions. They are sensitive not only to their rights, but also to their duties in a democracy.

## Why Is Responsibility Education Important?

Are we performing our responsibilities and duties as citizens of this democracy in a way that will preserve it for future generations? Are we exhibiting the concern and compassion we are capable of showing toward each other? Some people would answer "NO!"

Although we would find "no" answers during any period of our history and considerable evidence to support each observation, today the evidence seems more alarming and more extensive. Conditions and trends are evident that suggest a weakening in many of the practices and virtues cherished by past generations. Violence, divorce, suicide, poverty, racism, and fear all seem to be on the increase, and political participation and credibility seem to be decreasing. Professor Harry Broudy, University of Illinois, has summed up the climate resulting from these conditions:

> "This nation has been wrung out by a decade of troubles: the Vietnam war, the depression, pollution of the environment, increase in crime, divorce, and a general fragmentation of the population into many constituencies devoted to different ideologies, values, and lifestyles.
>
> When institutional arrangements can no longer be relied upon to prevent or remedy the ills of society, there is a return to individual integrity and character as the 'only' solution. We are in such a phase now. There is a loss of reliance on social mechanisms and institutional procedures. People want less government, less red tape, fewer commissions and regulatory agencies, and they want more honesty in government officials, more dedication by individuals to their jobs and to their clients."

T. H. Bell, former U.S. Commissioner of Education, has stated, "Responsible citizenship is withering in our land." He fears that the discipline needed to make a society productive, strong, enlightened, and free is disappearing because disciplined education is disappearing. Not discipline in the form of mean punishment and restraint, but in terms of commitment, high standards, and academic rigor.

The observations above are significant because they suggest important new goals for our schools. They suggest a need to have students actually participate in the dynamics of being active, responsible citizens. Although not a panacea for all our problems, or a jiffy cure for complicated ills, responsibility education offers a long-term plan of action for the creation of self-disciplined citizens who realize their responsibilities and are capable of carrying out their duties.

What Is the School's Role in Developing Responsibility?

Schools share the task of educating for responsibility with many groups and institutions, especially the family, church and the community. Of these institutions the school has three distinct advantages. First, no other institution has more contact with more people, in their most formative years, than do schools. By providing an education, schools are a major influence on the raw materials which go into the makeup of our institutions -- people. Making institutions more responsive to human needs, more accessible to reform and more compatible with the goals of a democratic society is virtually impossible unless the human resources, the members of those institutions, are inclined toward behaving that way. It is naive to expect informed, participating, caring citizens if little effort is made to nurture their development during the formative school years.

The second reason is because schools have proven to be successful institutions. Schools are not perfect, but they do provide an opportunity for growth and future success to more children and adults than any other institution.

And lastly, to paraphrase the words of Professor Ralph Tyler, "schools are a microcosm of society and therefore our best setting and hope for developing democratic values."

The schools are the means, the vehicles, the most influential agents acting upon the crucial resource for a responsive society - human beings. Working with families and communities, schools can have a positive impact on the development of responsive citizens. Dr. Joseph M. Cronin, State Superintendent of Education, offered a most direct response to the question of whether or not schools should be involved with education for responsibility when he said,

> "Education begins, of course, with basic literacy, the basic skills, but it must end with the development of responsible citizenship - people who vote, produce, and consume effectively, who know the law, who want to protect the environment, and also want to protect the health and safety not only of themselves, but of other persons - people who will make good and wise choices.
>
> We cannot afford to have a society that would be fully literate in terms of being able to read, write, compute, and calculate but would not have a sense of responsibility to the public order, would not vote, would not observe the laws or fight for justice; to have a truly literate society and not have a responsible society would be a hollow victory."

What Are the Three Curricular Dimensions of Responsibility Education?

The development of responsibility cannot really be accomplished in a single course or within one specific subject area. Although it might begin as a few strategies or materials in a limited number of classes or grades, ultimately it should become an integral part of a district's total educational experience.

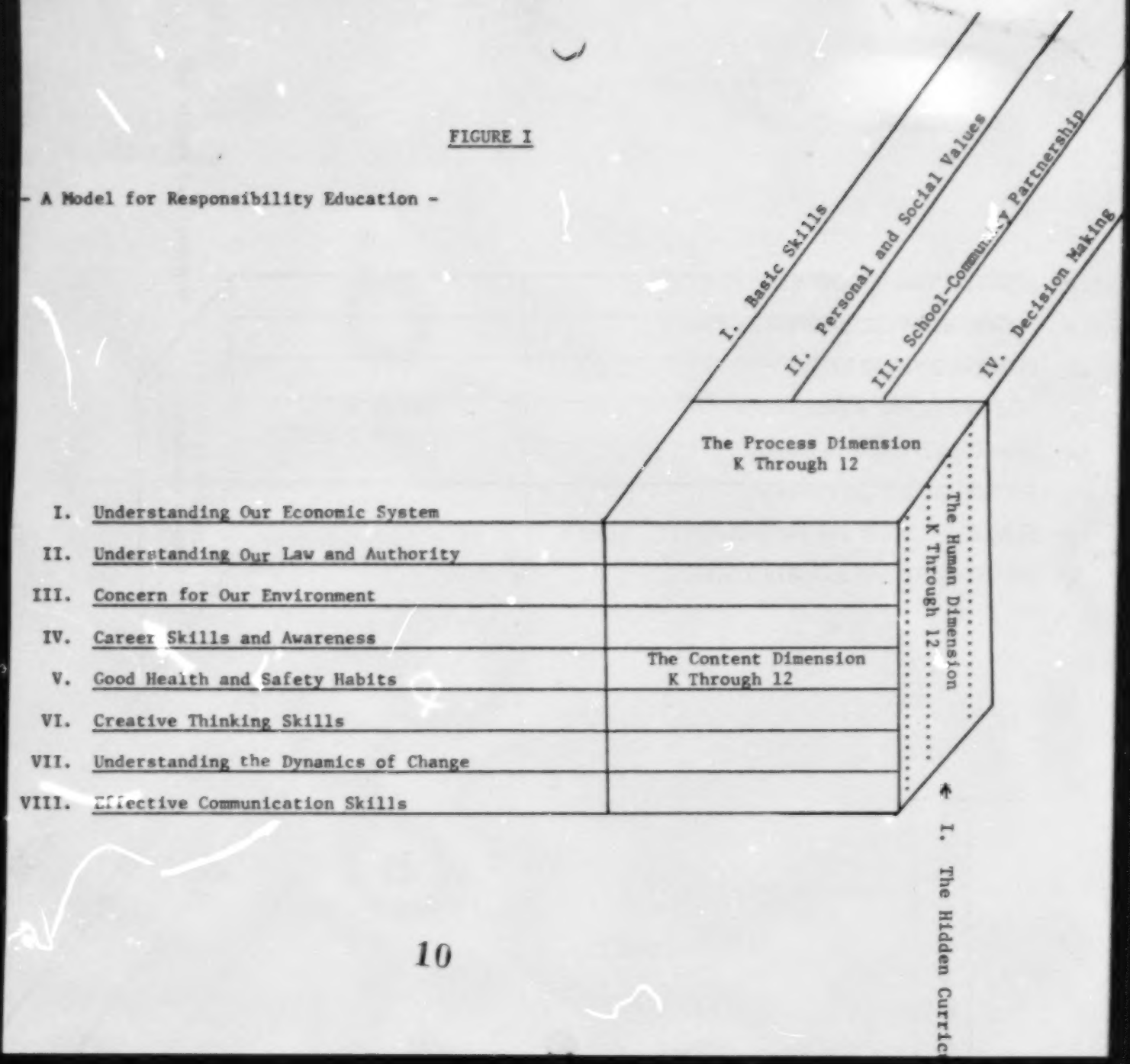
The uniqueness of responsibility education is in its multi-disciplinary nature. It is not just social studies, even though the words "citizen" and "citizenship" are mentioned often. It utilizes all the disciplines and special programs as potential resources and settings for skill and attitude development. It is sequential in that the content, skills, and attitudes encountered in its pursuit demand early introduction and recurring examination, as they build in sophistication and application.

It is unique in that it promotes participation and activity within the classroom and school. The dimensions of responsibility education are active, not passive. They can be tried out, observed, practiced and applied rather than just talked about. They can be encountered within the classroom community, within the community of the school building, and within the communities of our neighborhood, state, country and planet.

To get a better view of the three dimensions of responsibility education and their interaction, think of each dimension as the side of a cube. (See Figure I.) Along one face are found the content dimensions. They include the subject areas, topics, and themes which make up the knowledge and understandings needed to act responsibly toward oneself and others. They begin with those shown and should be thought of as including all the content areas typically found in our schools.

FIGURE I

- A Model for Responsibility Education -


I. Basic Skills
II. Personal and Social Values
III. School-Commun...y Partnership
IV. Decision Making
The Process Dimension
K Through 12
I. Understanding Our Economic System
II. Understanding Our Law and Authority
III. Concern for Our Environment
IV. Career Skills and Awareness
V. Good Health and Safety Habits
VI. Creative Thinking Skills
VII. Understanding the Dynamics of Change
VIII. Effective Communication Skills
The Content Dimension
K Through 12
...The Human Dimension
...K Through 12.....
I. The Hidden Curric

A second face of the cube contains process dimensions. These are the operations, skills, and settings which can be developed or used across all the content dimensions and in numerous grade levels. They too can be expanded by local initiative.

The third face represents the human dimension. This face includes all that is taught and learned from informal human interaction. This is the realm of the "hidden curriculum." It can be neutral, supportive, or contradictory of what we are teaching in the process and content dimensions.

Each dimension is individually important and a component of responsibility education. But it is when all parts are interacting together, across many grade levels and subject areas, that a firm foundation for responsible, participating citizenship is created.

## The Content Dimension

The eight content goals that follow should look familiar to the reader. Each has appeared in numerous goal lists before, but few of them are emphasized in the day-to-day instructional programs of our schools. To operationalize each goal, it should be translated into specific objectives that fit the resources, capabilities, and inclinations of the schools planning to use them. The description following each goal statement describes some critical features of the area and suggests ways to involve the process dimensions of community partnership, decision making, democratic values, and basic skills with the content goal.

I. Responsibility education should help students become economically literate and intelligent consumers. All citizens must be able to act as

economists in their own private lives and as informed consumers in the marketplace.

Economic education begins in the primary grades with discussions, field trips, games, and many other activities used to teach the ideas that: (1) we all have almost unlimited wants for goods and services, (2) everyone is a producer and consumer, (3) specialization leads to more efficient production, and (4) that resources available for production are limited.

It isn't hard to imagine intermediate grade students starting up classroom businesses, visiting banks and industries, taking economic walking tours, or buying on credit in their classrooms as they begin to learn about our market system.

Junior high students can focus on the economic side of American History. They can examine our modified market economy and begin to learn ways of measuring its performance. Interdependence and the role of the U.S. in the world economy can become an exciting study when current topics, such as the energy crisis, are used as the vehicle. It is also in the junior high that economic decision making begins to be considered. Problems can be examined from an economic point of view, solutions invented, and the possible consequences evaluated.

Senior high students should receive relevant consumer and economic education experiences as they become more active in the labor force and marketplace. Comparative buying projects, visits to local manufacturing and commercial sites, personal money-management units, simulating married couples in search of jobs, apartments, and transportation, and staffing consumer information centers are just a few of the opportunities available to students in many schools and communities.

II. Responsibility education should help assure the continuation of rule by law and compassion while educating our children to admire our system's strengths, correct its faults, and to participate effectively as citizens.

In the elementary grades, students are exposed to new rules and authorities. It is important that these be positive models. Students should explore the meaning of social contracts between individuals, individuals and groups, and between groups and other groups. Opportunities to participate in classroom or building-wide rule making and problem solving should be available, and frequent small group activities provided.

Students at all grade levels can benefit from meeting people involved in the process of making, executing, and interpreting laws. Visits to the sites where these people perform their services will help remove some of the mystery and skepticism surrounding the system. Students also need to be shown how and where they have access to the governmental system at the local, state and national levels.

Simulations provide learning experiences closely resembling the real thing. But working as interns and observers, while earning course credit, is the real thing. "Ride along" programs bring students into personal contact with police officers. Working in political campaigns and on civic issues lead to great personal satisfaction as well as a deeper understanding of the real process. Bar associations, elected officials, civic organizations, state and federal agencies, courts, police departments, and other law-related groups share responsibility with the schools in making law-focused educational opportunities accessible to our students.

III. Responsibility education should help young people better understand and appreciate the interrelationships between human beings and their natural environments.

This process should include constant exploration of values related to environmental use and ecology, and it should focus on the impact of human decisions regarding the use of water, air, space, fuels and other natural resources.

It is critical to begin developing a conservation ethic during early elementary school years when habits and values are in their early stages. Helping youngsters to understand that each of us has a very real stake in maintaining the balance of living things on our planet is an important step on the road to responsible citizenship.

Older students should consider topics and questions which illustrate the complexity of contemporary environmental dilemmas. These would include how economic growth can be preserved in a climate of conservation and regulation. What tradeoffs are involved in decisions involving environmental quality? And, how our decisions, as members of a global village, affect other world communities.

IV. Responsibility education should help young people explore the world of work and its impact on our lives. This goal should focus on developing a concept of work and help create an awareness of the role work plays in structuring our total lifestyle.

For our youngest students, career education should include exposure to people from numerous career fields. It should feature visits to sites of work activity within our local communities including homes, where work can be a source of great satisfaction.

As students move through our systems, they should explore interest and attitude areas which relate to career choices. They should reflect on the importance of values like honesty, punctuality, respect, initiative, and determination in their personal lives and in their future careers.

The development of basic skills which will be translated into marketable skills when students enter the labor force should be stressed. Along with cooperative work-study, building trade, and community internship programs, schools might provide career guidance, information and even placement services for high school students. Why couldn't students staff career centers in schools, for credit, and work at providing services for other students?

V. Responsibility education should help youngsters realize the importance of good health and safety habits. Children need to understand and appreciate the wonderful machine that is their body.

Children's mental health must be a top priority in this goal area. Opportunities for students to realize success, to have their self-concepts enhanced, and to develop a feeling of efficacy are crucial for developing human potentials. Teachers, administrators, and parents must learn to model responsible behavior in their continuous contacts with children to create the climate necessary for healthy affective growth.

Programs of walking, bus riding, and bicycle safety will help young students build patterns of responsible behavior. These are important prerequisites for meaningful driver's education and the creation of value systems which seek to evaluate the consequences of actions before they are taken.

All students should explore recreation activities which can be used throughout their lives. Exposure to new interests and activities should be routinely provided to show youngsters the variety of choices available to them. Children should be encouraged to try out new games, hobbies, sports and clubs.

Older students need to examine the decisions they face related to the use of drugs and alcohol. Our tendency to be a pill using society gives special significance to examination of our reliance on chemicals to solve all sorts of problems, many of which have safer solutions.

VI. Responsibility education should help young people develop abilities with the numerous thinking operations beyond simple recall and remembering. This goal demands early attention in schools. Becoming a divergent thinker requires the mastery of many skills, many of which are sequential and should be a part of primary and intermediate grade programs.

Thinking skills are best developed in classrooms where student self-esteem and self-concept are protected and nourished. These classrooms encourage cognitive and affective risk taking by their accepting environment. Our youngest students can begin their development of thinking skills by doing simple brainstorming with teachers who recognize opportunities for it in reading activities, social studies lessons, health activities, and all other areas of the curriculum. From simple brainstorming, it's a short step into working with the skills and thinking operations that help students become effective decision makers. Using combinations of skills, students learn to sense the need for decisions, generate alternative solutions and evaluate the consequences of each alternative. Students should also learn to recognize the role of values in all decisions.

After practice and with maturity, students are ready to confront more complex problems and decision areas. Topics abound in our already existing curricula to which more precise decision-making skills and elaborate thinking operations can be applied, and each situation is an opportunity to further develop cognitive skills while providing an opportunity for moral development.

The outcome is a citizenry which wants to participate in decisions of personal and group significance and recognizes the importance of participation at many levels of decision making.

VII. Responsibility education should help young people understand and cope with the dynamics of change. The present is not a carbon copy of the past. The differences are caused by change. And the process of change is the process that builds our future. Every change today is a historical fact in the future.

Elementary school students should begin their study of change by using the subject they are most familiar with - themselves. Exploring their own physical changes, learning new psycho-motor skills, acquiring reading and computational skills, and examining changes in friendships, attitudes, habits will make kids aware of their involvement with the change process.

Older students can look into change as it relates to every content and skill area and view it as having a ripple effect in our lives. Each change is seen as causing ripples of changes like a pebble tossed into a pond.

Change must eventually be encountered as an important force in our personal lives. Ways of planning for change, reacting to crisis and conflict, and preparing for the future should become objectives in our secondary courses. Literature, as an example, is full of ideas and

personalities ripe for use as examples of personal encounters with change. Science fiction, science itself, technology, and mathematics, are ideal for taking a futuristic look at change.

VIII. Responsibility education should help young people develop effective communication skills. Primary among these skills is the ability to read and write. Every subject area in our schools can be used to promote reading and writing skills. All teachers should become reading instructors to the extent that they can identify and use skill development opportunities in their content areas as they become available.

Parents are special people in this goal area. They are in a partnership with the schools in helping teach effective communication skills. Helping children with reading and writing practice at home is a keystone activity for them. It is hard to imagine how children can become proficient in these skills without cooperation from the home. And it is the school's job to arm parents with the necessary techniques and practice.

Along with reading development, awareness and understanding of many communication areas should be included. Making students literate about television and its impact on our lives is vitally important. And pupils need to encounter the beauty and messages offered to us by poets, novelists, musicians, sculptors, painters and dancers.

## The Process Dimension

Besides the understandings and skills found on the content face of our model, responsibility education rests on at least four critical processes or conditions which should interact with the content dimensions at all grade levels. Each of the process dimensions should be

introduced in the elementary grades and each can be used or applied in all content areas.

I. Responsibility education should help all pupils acquire the basic skills necessary to gather, organize and evaluate information about their world. Instruction stressing skill development in mathematics, reading, science, language arts, social studies, physical education and all other critical subject areas must be provided at each grade level.

There is more to teaching basic skills than meets the eye. Since the basic skills in one content area have their counterparts in other areas, coordination of effort is important. Schools need to plan for a sequence of skill development so that students are not repeating the same skills year after year or that some skills are forgotten completely.

Care should also be taken not to make a basic skills curriculum too narrow. Forgetting to include skills at small group work, skills at interpreting various media forms, leadership skills, or skills at problem solving and decision making will lead to the creation of learners unprepared for the 21st century.

Another concern in teaching basic skills is to be sure pupils want to use the skills once they have been learned. A disposition toward wanting to use what has been learned comes from the way we teach it. Care must be taken to keep interest high, attitude positive and applications numerous. Little is gained if students show mastery of skills on tests but shun their use when the authority is not looking.

II. Responsibility education should help young people develop personal and social competence. Helping students understand their personal values, make progress in their development of ethics, and understand the importance of many commonly held values to our society is vital.

Elementary students can begin this process by gaining an understanding of the role that goals, aspirations, attitudes, interests, beliefs, and feelings play in their lives. This can be done by discussing the characters in stories, things happening in the world around them, their reactions toward choices and alternatives, what's prized and cherished by human beings, and how actions express our values. When done in a supportive environment, these discussions and activities provide the experiences from which a commitment to democratic ideals evolve.

This process is expanded into upper grades by having pupils consider the important role values play in a society and individual. They should especially focus on situations where values come into conflict and dilemmas result, as happens frequently in the decision-making process.

Throughout this process dimension, we must continually stay aware of the values and preferences we communicate by our talk and behavior. Not only are we important models for young people; but the way we do things, what we reward and punish, and even how we talk to students convey important messages about what is and what should be valued.

III. Responsibility education should help young people explore and understand the communities they are a part of. Involving students in the community and the community in the schools will help build a school-community partnership. This partnership can lead to the increased use of community resources by students and a realization that the schools are a resource for the community. Becoming involved in the community helps learners transfer what they are learning in the classroom to the real world, and verify its accuracy.

Many elements of our communities already recognize their value as a resource. For those not aware of this potential, the role of the school is to make them aware of how they can help and encourage their participation. Most potential resources only need to have a door partially opened to become real resources.

What opportunities can the community provide? They can provide sites for visitations. They can form manpower pools from which people can be drawn to share career experiences, teach specific skills and concepts, or act as advisors to school-initiated projects and courses. The business community can provide work experiences for students and even teachers to aid in career exploration. Firsthand experience with our political and legal systems can be provided by local political parties, police departments, courts, and government offices. Many associations and individual institutions provide materials or help underwrite the cost of materials used directly by the schools. Walking tours can be taken to learn about architecture, local history, social problems, environmental and energy conditions, recreation sites, and places of beauty. The resources and opportunities are almost endless.

IV. Responsibility education should help young people become skillfull decision makers. Human beings make decisions in four ways. They consult authorities, use traditional solutions, rely on intuition and select solutions after careful consideration of consequences. Each mode is appropriate and useful in specific situations. But only the last, the analytical approach, requires training to insure proficiency. It is therefore the focus of this dimension.

Many skills must be mastered before a student becomes skilled at analytical decision making. The task must begin early. Our youngest

pupils should begin with simple brainstorming activities and a consideration of cause and effect. As basic skills and thinking operations develop, students should be asked to identify and define decision areas, generate possible solutions, and consider the consequences of each alternative. All content areas and the local community lend themselves to this process.

As students become more sophisticated in the process, decision areas involving ethical dilemmas should be confronted. These can be found in literature, science, our personal lives, communities, and in the political, social, and economic activities of societies.

Students can become skilled decision makers with a disposition to use their skills if they acquire the tools in a positive classroom environment, have the skills through practice, and experience success with them in practical applications.

Responsible citizens can select appropriate modes of decision making, are competent in the use of the analytical mode, and are inclined to participate in many levels of decision making.

## The Human Dimension

No matter the content or process being taught, all learning is subject to the influences of the hidden curriculum. Careful attention must be given to the lessons students learn from just being a part of a school or community, subject to the guidance of a teacher, and interacting with other pupils.

Responsibility education should use the hidden curriculum to reinforce its content and process goals. The messages sent to children and adults alike, whether they be in schools or the community, come from

at least three sources. First, the way we organize our institutions, their structures, rules, rewards, punishments, and procedures, all suggest appropriate or good ways of behaving. As people seek to be successful within these institutions, they learn what is acceptable and prized. They learn how to play by the rules of the game.

They also learn what authorities, teachers, principals, and other people possessing power, value. Through communication and observation, students become aware of the preferences held by those with authority. They learn to emulate similar values in order to gain rewards and recognition. With this in mind, we might ask ourselves questions like: What message do students get when teachers grade papers or read a magazine after starting them on an important assignment? How well do we communicate responsibility itself by not giving tests when promised, by being late in returning papers, or not reacting to their work at all? Do we communicate concern for people by showing little concern for our students? Do we teach kids to scoff at unique and creative means of communication used by poets, musicians, writers, artists and athletes because we don't understand them?

Lastly, when human beings interact with each other, they find out more about how we think others see them, what's acceptable amongst peers, and what it feels like to be chosen, overlooked, first, or last. The incidental learning which accompanies lessons is often at least as important to students as the object of the activity.

## How Can We Get Started?

The ideas and examples in this paper are not intended to limit local schools in their curricular planning. They are meant to help

school and community people become more aware of the many creative potentials available utilizing responsibility education as an organizing theme. Few schools will have the resources or inclination to use all the dimension components. Most will specialize in only a few including some which are not even listed but are important to a local school. This flexibility is planned and crucial to the success of the movement. Without the chance to adjust a movement to the needs, resources, and personality of a local school or community, it is rightfully shuned no matter how loud its advocates preach.

How can you get started? Look around you. You probably have started! Many of the dimension components probably already exist in your schools or community. It is now a matter of expanding awareness, enhancing the components and allowing your creativity to make the movement your own.

## RESPONSIBILITY EDUCATION: STEPS IN PROGRAM DEVELOPMENT

It is the intent and purpose of this portion of the Responsibility Education Handbook to give school districts a suggested process for program development in responsibility education. Since responsibility education calls for a "refocus and refinement" of priorities of education in a school district, these guidelines can provide a valuable resource in this effort.

In reviewing the five-step process, you will immediately discover it is a basic program planning format with some unique responsibility education ideas added. This planning process includes:

1. Creating awareness of responsibility education in your district.
2. Assessment of responsibility education needs in your district.
3. Development of responsibility education experiences.
4. Implementation of responsibility education experiences.
5. Evaluation of responsibility education experiences.

It is important that this process be carefully orchestrated and involve a cross section of individuals in the district. Administrators, board members, teachers, students, and community members should be included in this effort. In addition, it is apparent from our experiences during the 1976-77 school year that someone--a chairperson, etc.--should assume a leadership role in organizing this process.

It is fully understood that some districts may be at various stages in this process--implementing one program while doing some awareness on another--and thus, it must be emphasized that these guidelines are not intended to be a "lock-step" approach. Therefore, districts can view them as suggestions and plug in at whatever stage is appropriate.

The outcomes of this planning process may be quite varied--a community internship program, a law program, a values program, etc.--but ideally responsibility education ought to be <u>infused</u> into all aspects of the existing curriculum and school climate.

## Step 1 -- Creating Awareness of Responsibility Education

Awareness of responsibility education should focus on:

1. Clarifying what it is.
2. Illustrating how it can be infused into the total school climate.
3. Creating interest and commitments.

A product of this increased awareness might be:

"The establishment of responsibility education goals as a district and/or attendance center priority."

This awareness can be created by:

1. Obtaining the Illinois Office of Educati film, "The Fourth R."
2. Hold a responsibility education inservice day.
3. Obtain Responsibility Education Newsletters.
4. Visitation to responsibility education school near you.
5. PTA presentation on responsibility education.
6. Presentation to school board.
7. News releases to media on responsibility education.

## Step 2 -- Assessment of Responsibility Education Needs

Assessment of responsibility education needs should focus on:

1. Goals of districts and/or attendance centers in responsibility education.
2. Existing responsibility education components and activities.
3. Objectives of curricular programs.
4. School climate.

The products of this assessment might be:

1. Knowledge of how many and what types of responsibility education experiences exist.
2. Knowledge of how effective these experiences are.
3. Knowledge of individual perceptions about the quality of school climate.

This assessment might be accomplished by:

1. Using the PDK Goal Ranking technique.
2. Using the IOE School Problems Index.
3. Developing your own questionnaire based on responsibility education goals.
4. Data gathering in your school, neighborhood, and/or community in such areas as: school vandalism, truancy, dropout rate, referrals for discipline, etc.
5. Establishing a task force or advisory committee to study responsibility education. (See resource section for handbook.)
6. Using Kettering Foundation School Climate Instrument.

## Step 3 -- Development of Responsibility Education Experiences

The development of responsibility education experiences refers to the effort that must be undertaken to develop curriculum units, and revise existent courses of study. The focus should be based on the results of the assessment and would involve administrators and staff in the process of formulating objectives and establishing activities for students.

The products of this effort might include:

1. Establishment of program goals and objectives in various curricular areas that emphasize the development of a sense of responsibility within students.

2. Infusion of curriculum units of study into existing programs.

3. New curricular programs.

The development of responsibility education experiences might be accomplished by:

1. Utilizing a task force of administrators and work as a committee for in-house program development.

2. Attending Responsibility Education Network activities designed to share knowledge and learnings at the program development stage.

3. Utilizing consultative assistance from responsibility education staff or Program Services Team staff of the Illinois Office of Education.

4. Link up with college or university to offer graduate credit course to develop a responsibility education program.

5. Conduct responsibility education search through IOE to identify model programs.

6. Review Responsibility Education Newsletters to identify programs in Network schools.

## Step 4 -- Implementation of Responsibility Education Experiences

Implementation of responsibility education experiences refers to the actual teaching and engagement of students in activities--within the classroom or outside the school--that enhance their opportunity to develop more responsible behavior.

The products or outcomes of this step should be evidenced in students' knowledge, skills, and attitudes related to:

I. Process Dimension

1) Acquisition of basic skills
2) Decision making
3) Personal and social values
4) School/community partnerships

II. Content Dimension

1) Economic understanding
2) Divergent thinking skills
3) Occupational competence
4) Ability to cope with and adjust to change
5) Ability to communicate effectively
6) Concern for nature and environment
7) Knowledge of health and safety hazards

III. Human Dimension

Implementation might be accomplished by:

1. Inservice and staff development with individuals implementing responsibility education experiences.
2. Piloting experiences in several classrooms or one building.
3. Piloting experiences on a district-wide basis.
4. Conducting progress evaluation of experiences and modifying as needed.

## Step 5 -- Evaluation of Responsibility Education Experiences

Evaluation of responsibility education experiences should focus on:

1. Review of progress evaluation--these assess such things as inservice effectiveness, staffing patterns, appropriateness of materials, etc.

2. Outcome evaluation of district goals and program objectives.

The outcomes of this should be:

1. An understanding of how well the systems of the program are operating.

2. Knowledge of changes in student, teacher, administrative, and/or community behavior.

3. Modification of responsibility education experiences.

This evaluation might be accomplished by:

1. Administration of post-tests to measure quality of school climate. (e.g. Kettering Test)

2. Questionnaires for all clients in the school.

3. Data gathering on topics like: school vandalism, truancy, discipline referrals, dropout rates, student attendance, teacher attendance, etc.

4. Administration of tests to measure cognitive learning gains.

5. Utilizing outside consultants to evaluate. (e.g. Human Resources)

## Responsibility Education Resources

It should be noted that responsibility education ought to be infused into the regular curriculum and operation of the school, and thus, paid for out of existing money that districts earmark for curriculum improvement. Since a new categorical aid or grant to do what many people feel schools should do with existing dollars is quite remote, many of the resources contained in this portion of the handbook are oriented toward start-up and staff-development activities.

In addition, the information is intended to serve as an initial listing of resources, and should not be misconstrued as complete. The fact that someone or something is listed means that we know about it and believe it will be useful to you, but should not be considered an endorsement.

*THE FOLLOWING INFORMATION AND MATERIALS ARE AVAILABLE THROUGH THE ILLINOIS OFFICE OF EDUCATION BY WRITING OR CALLING.

| RESOURCES | CONTACT |
|---|---|
| *Responsibility Education Newsletters<br><br>*Responsibility Education Film -- "The Fourth R"<br><br>*List of Responsibility Education Schools<br><br>*Information on Responsibility Education Network and how you can join<br><br>*Illinois Law Week Activities<br><br>*Global Education teacher activities<br><br>*PDK Goal Ranking Kit<br><br>*School Problems Index information<br><br>*Handbook - Citizens Advisory Committees<br><br>*School Climate Assessments (Kettering Test)<br><br>*Informational Papers on Responsibility Education | Your Program Services Team Representative<br>or<br>Illinois Office of Education<br>Program Planning and Development<br>Attention: Responsibility Education<br>100 North First Street<br>Springfield, Illinois 62777<br>Phone: 217/782-2826 |

*THE FOLLOWING PROGRAMS WITH RESPONSIBILITY EDUCATION COMPONENTS ARE VALIDATED TITLE IV PROJECTS ON THE ILLINOIS DIFFUSION NETWORK, AND THUS, CAN BE ADOPTED OR ADAPTED BY YOUR DISTRICT WITH SOME FINANCIAL SUPPORT PROVIDED BY TITLE IV. (NOTE: TITLE IV HAS A SPECIFIC PROCESS FOR ACCESSING THESE RESOURCES AND TO LEARN ABOUT IT, WRITE OR CALL THE CONTACT LISTED BELOW.)

| RESOURCES | CONTACT |
|---|---|
| Title IV State Projects<br><br>(Projects listed and described in IOE publication, Wings of Progress.) | Your Program Services Team Representative<br>or<br>Illinois Office of Education<br>Program Planning and Development<br>Attention: Responsibility Education<br>100 North First Street<br>Springfield, Illinois 62777<br>Phone: 217/782-2826 |

*THE FOLLOWING PROGRAMS WITH RESPONSIBILITY EDUCATION COMPONENTS ARE VALIDATED TITLE IV PROJECTS ON THE NATIONAL DIFFUSION NETWORK, AND THUS, CAN BE ADOPTED OR ADAPTED BY YOUR DISTRICT WITH SOME FINANCIAL SUPPORT PROVIDED BY TITLE IV. (NOTE: TITLE IV HAS A SPECIFIC PROCESS FOR ACCESSING THESE RESOURCES AND TO LEARN ABOUT IT, WRITE OR CALL THE CONTACT LISTED BELOW.)

| RESOURCES | CONTACT |
|---|---|
| Title IV National Projects<br><br>(Projects listed and described in publication, The Illinois Adaption: Educational Programs That Work.) | Your Program Services Team Representative<br>or<br>Illinois Office of Education<br>Program Planning and Development<br>Attention: Responsibility Education<br>100 North First Street<br>Springfield, Illinois 62777<br>Phone: 217/782-2826 |

*HUMAN RESOURCES ARE AVAILABLE TO YOU FOR CONSULTATIVE SERVICES. INDIVIDUALS ARE LISTED ON THE IRDN (ILLINOIS RESOURCE AND DISSEMINATION NETWORK) BECAUSE THEY HAVE EXPERTISE IN SOME PHASE OF RESPONSIBILITY EDUCATION AND WILL COME TO YOUR SCHOOL FOR INSERVICE OR CONSULTATIVE PURPOSES. IT SHOULD BE NOTED, HOWEVER, THAT THEY HAVE THE RIGHT TO DETERMINE WHERE, WHEN, AND UNDER WHAT TERMS THEY WILL PROVIDE ASSISTANCE.

| RESOURCES | CONTACT |
|---|---|
| Illinois Resource and Dissemination Network | Your Program Services Team Representative<br>or<br>Illinois Office of Education<br>Program Planning and Development<br>Attention: Responsibility Education<br>100 North First Street<br>Springfield, Illinois 62777<br>Phone: 217/782-2826 |

(Note: After contacting the listed consultant you may wish to negotiate the specifics of what type of services you need, the logistics of these services, and other pertinent issues. However, the responsibility education staff of the Illinois Office of Education or your Program Services Team representative will gladly assist you in this process.)

*THE FOLLOWING ASSISTANCE IS AVAILABLE TO YOUR DISTRICT FROM THE RESPONSIBILITY EDUCATION STAFF OF THE ILLINOIS OFFICE OF EDUCATION.

| RESOURCES | CONTACT |
|---|---|
| * Planning, implementing, and evaluating inservice activities in responsibility education.<br>* Arranging visitations to responsibility education schools for you<br>* Linking you with Title IV resources in responsibility education<br>* Linking you with human resources in responsibility education<br>* Awareness of Responsibility Education Network activities near your district | Illinois Office of Education<br>Program Planning and Development<br>Attention: Responsibility Education<br>100 North First Street<br>Springfield, Illinois 62777 |

*LISTED BELOW ARE POTENTIAL SOURCES OF MONEY THAT A DISTRICT, CLUSTER OF DISTRICTS, OR REGIONAL NETWORKS MIGHT WISH TO INVESTIGATE. ALL OF THE LISTED SOURCES FUND EDUCATIONAL PROJECTS AND A PROPOSAL IS REQUIRED TO ACCESS ANY MONEY. THE ADDRESSES ARE INCLUDED SO YOU CAN MAKE THE CONTACT DIRECTLY, BUT IF YOU WISH ASSISTANCE IN LINKAGE, PLEASE CONTACT THE ILLINOIS OFFICE OF EDUCATION AT THE ADDRESS LISTED BELOW.

Illinois Office of Education
Program Planning and Development
Attention: Responsibility Education
100 North First Street
Springfield, Illinois 62777

| RESOURCES | CONTACT |
|---|---|
| Title IV, ESEA | Illinois Office of Education<br>Title IV, ESEA<br>100 North First Street<br>Springfield, Illinois 62777<br>217/782-3810 |
| Danforth Foundation | The Danforth Foundation<br>222 South Central Avenue<br>St. Louis, Missouri 63105 |
| Lilly Endowment, Inc. | Lilly Endowment, Inc.<br>2801 North Meridian Street<br>Indianapolis, Indiana 46208 |
| Kettering (Charles F.) Foundation | Kettering (Charles F.) Foundation<br>5335 Far Hills Avenue<br>Suite 300<br>Dayton, Ohio 45429 |
| Mott (Charles Stewart) Foundation | Mott (Charles Stewart) Foundation<br>500 Mott Foundation Building<br>Flint, Michigan 48502 |
| Illinois Law Enforcement Commission | Illinois Law Enforcement Commission<br>120 South Riverside Plaza<br>Chicago, Illinois 60606<br>312/454-1560 |

| RESOURCES | CONTACT |
|---|---|
| Allstate Foundation | The Allstate Foundation<br>Allstate Plaza, F-3<br>Northbrook, Illinois 60062 |
| Amoco Foundation, Inc. | Amoco Foundation, Inc.<br>200 East Randolph Drive<br>Chicago, Illinois 60601 |
| Baumgarth (John) Foundation | Baumgarth (John) Foundation<br>c/o Harris Trust and Savings Bank<br>111 West Monroe Street<br>Chicago, Illinois 60690 |
| Borg-Warner Foundation, Inc. | Borg-Warner Foundation, Inc.<br>200 South Michigan Avenue<br>Chicago, Illinois 60604 |
| Brunner (Frei J.) Foundation | Brunner (Fred J.) Foundation<br>9300 King Street<br>Franklin Park, Illinois 60131 |
| Chapin-May Foundation of Illinois | Chapin-May Foundation of Illinois<br>39 South LaSalle Street<br>Suite 1500<br>Chicago, Illinois 60603 |
| Chicago Community Trust | The Chicago Community Trust<br>208 South LaSalle Street<br>Chicago, Illinois 60604 |
| Coleman Foundation | The Coleman Foundation<br>1137 West Jackson Boulevard<br>Chicago, Illinois 60607 |
| Continental Bank Charitable Foundation | Continental Bank Charitable Foundation<br>231 South LaSalle Street<br>Chicago, Illinois 60693 |
| Donnelley (Elliott and Ann) Foundation | Donnelley (Elliott and Ann) Foundation<br>2223 Martin Luther King Drive<br>Chicago, Illinois 60616 |
| Field Foundation of Illinois, Inc. | Field Foundation of Illinois, Inc.<br>135 South LaSalle Street<br>Chicago, Illinois 60603 |
| Forest Fund | The Forest Fund<br>Route 1, Box 32<br>Libertyville, Illinois 60048 |

| RESOURCES | CONTACT |
|---|---|
| Gardner-Denver Foundation | Gardner-Denver Foundation<br>Gardner Expressway<br>Quincy, Illinois 62301 |
| Inland Steel - Ryerson Foundation, Inc. | Inland Steel - Ryerson Foundation, Inc.<br>30 West Monroe Street<br>Chicago, Illinois 60603 |
| LaSalle Adams Fund | LaSalle Adams Fund<br>150 South Wacker Drive<br>Chicago, Illinois 60606 |
| LaSalle Steel Foundation | LaSalle Steel Foundation<br>First National Bank Building<br>Room 2594<br>One First National Plaza<br>Chicago, Illinois 60670 |
| Lumpkin Foundation | The Lumpkin Foundation<br>c/o R. A. Lumpkin<br>117 South 17th Street<br>Mattoon, Illinois 61938 |
| McDonnell (Everett N.) Foundation | McDonnell (Everett N.) Foundation<br>3500 North Spaulding Avenue<br>Chicago, Illinois 60618 |
| Moline Foundation | The Moline Foundation<br>c/o Moline National Bank<br>Moline, Illinois 61265 |
| Offield (Dorothy Wrigley) Charity Fund, Inc. | Offield (Dorothy Wrigley) Charity Fund, Inc.<br>400 North Michigan Avenue<br>Room 1018<br>Chicago, Illinois 60611 |
| St. Charles Charities | St. Charles Charities<br>105 East Main Street<br>St. Charles, Illinois 60174 |
| Sears-Roebuck Foundation | The Sears-Roebuck Foundation<br>Sears Tower<br>Chicago, Illinois 60684 |
| Stone (W. Clement and Jessie V.) Foundation | Stone (W. Clement and Jessie V.) Foundation<br>111 East Wacker Drive<br>Suite 510<br>Chicago, Illinois 60601 |

| RESOURCES | CONTACT |
| --- | --- |
| Wieboldt Foundation | Wieboldt Foundation<br>11 South LaSalle Street<br>Chicago, Illinois 60603 |
| Wilkie Brothers Foundation | Wilkie Brothers Foundation<br>254 North Laurel Avenue<br>Des Plaines, Illinois 60016 |
| Woods Charitable Fund, Inc. | Woods Charitable Fund, Inc.<br>59 East Van Buren Street<br>Room 1500<br>Chicago, Illinois 60605 |

# PROGRAMS IN SCHOOLS

REGION I

RESPONSIBILITY EDUCATION PROGRAM ASSESSMENT

COMMUNITY INVOLVEMENT MODEL

Maine Township High School District 207
Maine West High School
1755 Wolf Road
Des Plaines, Illinois 60018
(312) 827-6176
Contact Person: Eric Edstrom, Jr., Chairman, Social Science Dept.

The Community Involvement Model is a research project to be funded by the National Community Foundation as a way of building school-community programs for students in K-14. It will be designed to construct community activities, school programs and area resources that provide practical knowledge of the community and encourage greater student responsibility and participation. A network of community organizations, resources and leaders will be developed to link the school and community into the IOE Responsibility Education network.

RESPONSIBILITY EDUCATION PROGRAM

Schaumburg District 54
Schaumburg Elementary School
520 East Schaumburg Road
Schaumburg, Illinois
(312) 885-4349
Contact Person: Len Sirotzki

The responsibility for life education must be shared by the school, family and community. Without a mutual respect and responsibility, success at best will be sporadic, understanding will be minimal and reinforcement will not exist. Based on these beliefs, Schaumburg School initiated a family involvement program. Parents or guardians were sent an invitation to visit school and participate in their child's class. Families failing to respond to this first invitation were sent a second, handwritten note. Following the classroom visits, group meetings were held after which each family completed a reaction form. Employers allowing a parent to visit school were sent a good citizen award from the school's student council. About 70% of all families participated in this program.

ADVISOR ADVISEE PROGRAM

Medinah #11
Medinah Middle School
700 East Granville
Roselle, Illinois 60172
(312) 893-3838
Contact Person: Richard Ukena

This is a program designed to bring teachers, parents and students together to work in a cooperative effort. One of the major goals is to try to build community relations and rapport with the school.

The actual program is structured with a manual, teaching guide and activities. The entire staff (including custodians) are advisors and they meet with the students every day. Parents are involved at least four times per year in a variety of ways. One home visit by the advisor is encouraged.

Activities with the students include image building exercises which develop trust between the advisor and the advisee. The major emphasis is on goal setting, decision making and being responsible for one's decisions and actions. Open-ended exercises are also used in the program.

Students meet individually with their advisor at least once every two weeks.

The program was piloted with three student groups this year and the results will be forthcoming. The entire school will participate in the program next year.

PROJECT IMPACT

Community Consolidated School District #21
999 West Dundee Road
Wheeling, Illinois 60090
537-8270
Contact Person: Bill Kinzer

"Project Impact" is a K-8 inservice program for administrators, teachers, and parents which was funded by a grant from the Lily Foundation. The program was designed to help people increase their awareness of the values upon which decision making is more effective and to make responsible decisions for themselves and their students. Objectives of the course included the following: (1) Participants will be able to apply the approaches of problem analysis in problem resolution. (2) Participants will be able to design learning strategies for a values clarification approach to subject matter and classroom discussions. (3) Participants will be more aware, conscious, and effective in modeling behavior for more effective, responsible, and just decision making.

Teachers from fourteen of our schools participated and worked on school-related projects incorporating course work. In the fall similar kinds of meetings involving parents will be held.

PROJECT PRIDE (Personal Responsibility for Individual Development through Education)

Cicero Public Schools District #99
Burnham School
19th Street and 59th Avenue
Cicero, Illinois 60650
863-4856
Contact Person: Robert L. Dunlap, Curriculum Director

Two programs are in operation with a third in the developmental stages. K-3 Officer Friendly Program uses an officer from the

Cicero Police Department with teacher developed materials. The officer makes four half-hour visits to each primary classroom yearly, and discusses safety, vandalism and responsibility with students. The visits are preceded and followed up with related lessons.

The seventh grade social studies program uses sixteen paperback books in place of a single text and places major emphasis on law-focused education, urban problems, government and economic principles. The inquiry approach is stressed.

Teachers will be developing and piloting materials in self concept, respect for others, and decision making during the coming school year. These materials will be worked into the existing curriculum and will be sequentially developed.

THE 4 Rs OF EDUCATION

Chicago Archdiocesan School Office
SS. Cyril & Methodius School
5017 South Hermitage
Chicago, Illinois 60609
(312) 778-4437
Contact Person: Miss Mariann Hesik and/or Sister Ann Kathleen McDonnell

This model of education aims at helping each child grow and develop according to theories developed by Adler. Based on concept that parents, teachers and children are involved in a mutual learning experience in the elementary school.

Philosophy and Theory: Goals are the 4 Rs - Responsibility, Respect, Resourcefulness, Responsiveness. The children learn responsibility by being given responsibility, with sufficient information about consequences for learning and behavior. The child is always treated with respect and respect is always demanded from child. Stress is on development of innate talents to succeed in Society, Family, Occupation; to be loving and caring people, interested and concerned.

Parents must understand and choose this system for their child and are committed to five 2-hour seminars. They are encouraged to participate directly as tutors, teachers, or students.

Academic Aspect of the System: Each child has a Curriculum/ Progress Chart divided into units of instruction. The child may enter class at any time teacher permits, may leave without permission and may take tests without class attendance. Periodic counseling monitors academic progress. The counseling relationship between child and selected faculty counselor is the heart of system. Child sees counselor twice daily in homeroom periods and conferences.

E - PROJECT

Chicago Archdiocesan School Office
721 North LaSalle
Chicago, Illinois 60610
(312) 527-3200
Contact Person: Sr. Ann K. McDonnell, B.V.M.

There are seven elementary schools participating in an approach that begins with the child's experiences. The schools believe that children learn in different ways at different times, from things around them that interest them and from each other, and that children learn fastest when sparked by their own interest. In these schools the timetable for learning is within the child himself/herself rather than being set artificially. There is no set sequence for learning. The school's task is to provide an environment in which skills for effective living are important and needed, a climate which supports and nurtures - one that is safe and exciting and stimulates activities for the mind to speculate about and to explore.

The E - Project has the following elements: (1) A School Organizational Plan - which is designed according to the principles of collegiality. (2) An E - Project Learning Pattern - which attempts to create classroom environments responsive to the individual needs of students as well as to the styles of the teachers - which provides flexible and diversified learning experiences. (3) Home School Communication - which implements a planned program of parent communication utilizing media releases, participatory activities, and advisory involvement activities. (4) A League Linkage - which provides participation in the communication activities of a league of cooperating schools - schools that are restructuring themselves.

RESPONSIBILITY EDUCATION/ STUDENT GOVERNMENT

Evanston #65
Chute Middle School
1400 Oakton Street
Evanston, Illinois 60202
(312) 492-7892
Contact Person: Edward Pate, Principal

Instead of simply complaining about the lunch program and other things, the Chute Middle School student council is actively doing something about them. They are annually faced with a list of community service and school spirit activities which involve students in planning, acquiring knowledge and carrying through decisions to the state level. Advisor and student packets have been developed. Several members have been elected and actively involved in the North District State Convention for Junior High Student Councils.

A COMPREHENSIVE APPROACH TO RESPONSIBILITY EDUCATION

Evanston #65
Martin Luther King Lab School
King Lab School
Evanston, Illinois 60201
(312) 492-5980
Contact Person: Dr. Corinne Schumacher

This school has a variety of things offered which relate to responsibility education. They include: (1) Adult Advocate Program - each child with unmet needs has an adult advocate who serves as a surrogate parent to help them succeed in school; (2) Tutoring Program - 8, 9 and 10-year-olds learn self discipline and patience while tutoring 6 and 7-year-olds; (3) PTA Book Nook - children can buy and continually trade books they have heard about in school. This program is a good tool to keep the students reading outside of school; (4) Mini-Labs - 2-3 times each week students have free choice time to pursue their own area(s) of interest without academic accountability. Teachers stimulate and answer questions without teaching directly; (5) Clearinghouse - a program to channel parent and student concerns into school practice. Meetings are held bi-monthly. One example of the results of these meetings is a world-of-work program where students participate in work on location at various community sites. This helps to teach the students about responsibility in the world of work.

This entire school was designed to teach responsibility to students.

THE FOURTH R (A Title IVc project)

Mundelein #75
District Wide Project
200 West Maple Avenue
Mundelein, Illinois
(312) 566-2240
Contact Person: Ms. Joyce Glasser (Mike Polite)

The 4th R, a K-8 program to be implemented in the elementary and junior high schools in Mundelein, Illinois, offers a host of responsibility enhancing activities for administrators, teachers and students. Students will have the opportunity to see responsibility in action in the world of work.

The increased use of responsibility in the lives of participant teachers and principals will provide viable models from which their students can better learn responsibility. Teachers and principals will also be given specific activities that will heighten responsible action on the part of their students. Finally, students will use the skills they've learned and will contract to observe and inquire about responsibility in action at a Cooperative Community Learning Station (CCLS).

The primary goal of this project is to aide participant educators and students in how to increase their ability to respond. In other words, we want to heighten their capability to make self-affirming choices.

RESPONSIBILITY EDUCATION -- COMPREHENSIVE APPROACH IN HIGH SCHOOL

Lake Park High School #108
East and West Campus
600 South Medinah Road
Roselle, Illinois
(312) 529-4500
Contact Person: Mr. Robert Smith

There are a variety of components of responsibility education which are in operation in the district. These include: (A) Courses taught: (1) Decisions in Living (10-12); (2) Consumer Education; (3) Work study program in 5 areas; (4) Fitness for Living (9-12); (5) Business Law (11-12) -- (B) Organization: (1) Flexible Modular scheduling - the 11th and 12th graders have responsibility for unscheduled time; (2) Two campus concepts - East Campus is for grades 9 and 10. West Campus is for grades 11 and 12; (3) Social studies and science have individualized programs. The social studies program is a Title IVc dissemination project; (4) Values clarification concepts are learned in several different departments (social studies, science, home economics and English) -- (C) Future Ideas: (1) Next year there will be a time-out room in math based on Wm. Glasser's techniques. This will be for students who are unable to work on the contract system.

CICERO INSERVICE/PLANNING PROGRAM

Cicero #99 (Cook)
Burnham
18th Street and 59th Avenue
Cicero, Illinois
863-4856
Contact Person: Bob Dunlap

The 1976-77 school year has been the awareness stage for Cicero #99's Responsibility Education Program. The district held a teachers' institute on Responsibility Education for the entire staff. The teachers had a choice of attending two of ten different workshop sessions.

This was followed by two meetings with the project school's staff (Burnham School). They then ranked and identified the five most critical.

A group of parents reviewed district goals and also assisted in establishing direction for the Responsibility Education Program.

Next year the district wants to work with the identified priority areas and coordinate their curriculum which deals with those areas. They will: (1) assess the programs and materials they already have; (2) develop additional materials they will need; (3) in-service the staff; and (4) pilot portions of the program.

CURRICULUM AND PLANNING

Homewood-Flossmoor High School District 233
Homewood-Flossmoor High School
999 Kedzie Avenue
Flossmoor, Illinois 60422
(312) 799-3000
Contact Person: Howard Nochumson

Our programs in the Social Sciences, including Western Civilization, United States History, Economics, American Political Science, Psychology/Sociology, have a heavy emphasis on responsibility education. Decision making in terms of responsibility of adults in society is a major focus. In addition, our heavy emphasis on student action and student government promotes responsibility education.

PROJECT EARN AND LEARN

Evanston District #65
Evanston, Illinois 60201
(312) 492-5973
Contact Person: Alexander McNab

A supervised after school in-school job environment in which middle school students earn money from local businesses while building habits of self pride, self discipline, cooperation, courtesy and punctuality. "A school board member's dream" - a unique liaision between the business and school communities with low cost and high productivity for students with special motivation and behavior needs.

RESPONSIBILITY EDUCATION/ HIGH SCHOOL PROGRAM

Maine Township #207
Maine Township High School South
111 South Dee Road
Park Ridge, Illinois
(312) 696-3600
Contact Person: Dr. Michal Meyers - Administration Center
Dr. Watson, Principal, Maine South

There are a variety of programs which relate to responsibility: (1) Responsibility Education is the theme for all inservice for next year; (2) Student council operates with a higher house and a lower house. In the summer these students intern at city hall; (3) Social Science Club - They do a lot of work on citizenship and deal with all school elections; (4) Quad Council - Representatives from the four schools meet and discuss districtwide problems on a monthly basis. The representatives are selected from the student councils from each of the buildings; and (5) Next year - We are establishing a Smoking Clinic to deal with students who smoke on school grounds - 1st time - student is issued a warning - 2nd time -student is sent to the Smoking Clinic. This consists of night meetings where films are shown and small group discussion sessions are conducted with students determining how they will alleviate the problem.

OPTIONS FROM SCHOOLS WITHIN A SCHOOL CURRICULUM

Chicago Archdiocesan School Office
St. Viator High School
1213 East Oakton Street
Arlington Heights, Illinois 60004
(312) 392-4050
Contact Person: Brother Donald P. Houde, Principal

(1) Ethics: Ways of making decisions. The course takes specific problems and offers several different solutions. (2) "Life In The Future Tense" - consequences of action - ethical problems, i.e., genetic engineering. (3) Decision Making - A how-to-do-it course. These are three courses of the many that we think of when asked about responsibility education. Our student handbook is written in terms of responsibility.

LEARNING DISCIPLINE SYSTEM

Lake Park High School District 108
East and West Campuses
600 South Medinah Road
Roselle, Illinois
(312) 529-4500
Contact Person: Mr. Robert Smith

A program which makes students responsible for their own actions in school is the Learning Discipline System. This is a step system for disciplinary referrals. Through regular small group guidance sessions students are informed of all school policies and rules at the beginning of the school year. The step system is also explained in detail at this time. For each step there is a predetermined set of actions which will be taken by the school dean. Each time a student is referred for disciplinary reasons they advance one step. All students know which step they are on at all times and the actions which will ensue if they get a referral.

Some of the results observed after one year of operation are: (1) Students view disciplinary action and school deans as more fair. (2) Students are aware of what actions will be taken prior to referrals. (3) More cooperation is given by parents who are also informed of the system at the beginning of the school year.

CITIZENSHIP DECISION MAKING

Evanston District #65
Evanston, Illinois
(312) 492-5975
Contact Person: Dr. Roger LaRaus

Instructional materials for grades 4-9. Four skill units on making, judging and influencing citizenship decisions through social studies, math and language art activities. Roger LaRaus conducts a one-hour inservice on the program.

YOUR COMMUNITY AND THE WORLD
Evanston District #65
Evanston, Illinois 60201
(312) 492-5975
Contact Person: Dr. Roger LaRaus

A social studies, language arts unit on community, global education. It deals with any community's economic, historical and social links to the world. It consists of a series of activities which relate the community's history, ethnic heritage and modern local businesses in a global view. A sample unit is available.

REGION II

RESPONSIBILITY EDUCATION PROGRAM ASSESSMENT

A COMPETENCY BASED K-12 CURRICULUM FOR RESPONSIBILITY EDUCATION

Erie Unit District #1
Erie High School
616 6th Street
Erie, Illinois 61250
(309) 659-2401
Contact Person: Mr. Robert Gray

A K-12 curriculum based upon the basic skills a student will need to function both in school and in our democratic society. It utilizes an interdisciplinary approach to K-12 curriculum, combines both cognitive and affective objectives, and fuses educational assessment and the interrelatedness of educational objectives. The program involves students, parents, teachers, administrators, and the community as a whole in the development of the curriculum.

MIDDLE SCHOOL WORLD OF WORK PROGRAM

DeKalb District #428
Rosette Middle School
650 North First Street
758-7431
Contact Person: Mr. Richard Hennegan, Superintendent

The middle school world-of-work program is developed to help instill responsible attitudes in its students in relation to the world of work. They perform tasks and are paid $.75 an hour; they must follow the same procedures required when applying for a regular job. (Ex) application interview, job expectations and rewards.

PROJECT READY AND PROJECT S.A.F.E.

Sterling Unit District #5
Central Office
1800 Sixth Avenue
Sterling, Illinois 61081
(815) 626-5050 or 626-5120
Contact Person: Mr. Terry Tamblyn or Phil Hunsberger

Project READY - Realistic Education for Available Directions of Youth. This is a career awareness program designed to become an intergral part of existing curriculum. There are a total of fifty-one career education units for grades 1-8.

Project S.A.F.E. - presents concepts at the pre-school level through grade 8. The program improves students' self-esteem, improves teacher and student communication techniques, evaluates the effectiveness of safety and driver education programs, and stimulates community and parent involvement.

## HARLEM SCHOOL DISTRICT RESPONSIBILITY EDUCATION

Harlem District #122
District Wide
8605 North 2nd Street
Rockford, Illinois 61111
(815) 633-2303
Contact Person: Wayne Musholt

Harlem's responsibility education effort will revolve around two basic goals: (1) Improving citizenship and (2) Improving communication skills, especially writing skills.

The citizenship component will be implemented through the social studies instructional program in grades kindergarten through twelve. The social studies staff will be identifying areas of interest that focus on: (1) citizen responsibilities; (2) being an informed voter; (3) the legislative branch of local and state government; (4) the executive branch of local and state governments; (5) the judicial branch of local, state and federal governments; (6) school citizenship responsibilities; and (7) family responsibilities.

The goal for improving communication skills will primarily rest with English teachers. However, all teachers will be sharing the responsibilities to the degree it is possible. It is anticipated the communications effort will consider the following initiatives.

Prior to the end of the 1977-78 school year every student in the district will be expected to compose an error-free paper approximately written for the grade level of the student. Primary students that are unable to write may utilize pictures. The length and subject of the prose will be determined by the students' English teacher or social studies teachers at the upper high school grades. One possible subject will be citizenship responsibilities.

## LAW-FOCUSED EDUCATION PROJECT

Rockford District 205
K-12
Auburn High School
5110 Auburn Street
Rockford, Illinois 61103
Contact Person: Harvey Share

This K-12 program was established in 1973 and integrates law studies into the existing school curriculum. The goal of the program is to give students an early basis for understanding the rule of law in a constitutional system. Initially ten teachers received three weeks of training from the National Center for Law-Focused Education in Chicago. From that nucleus, the Rockford Project has successfully infused law education components into the Social Studies, Language Arts, and Special Education classes. The Winnebago County Bar Association, the Rockford Police Department, and local judges support the program with their time and resources. Teaching activities have been developed for K-6 and are available from the responsibility education cluster in Springfield.

## MCHENRY DISTRICT 15 RESPONSIBILITY EDUCATION

McHenry Elementary District 15
Administration Center
3926 West Main Street
McHenry, Illinois 60050
(815) 385-7210
Contact Person: Fred Kusch

District 15 has long been recognized on local, state, and national levels for its programs which have emphasized the concept of the Fourth R Responsibility. District 15 has developed a sense of ownership through participation, involvement, and responsibility in decision making in which the board of education, administration, staff, students, and the community take part. The district's student discipline, Title I, and Pupil Personnel Service programs, as well as their curriculum decision-making design, have been viewed as exemplary models in the educational community.

## RESPONSIBILITY EDUCATION: A COUNTY-WIDE INSERVICE APPROACH

Kane County Educational Service Region
County Government Center
719 South Batavia Avenue
Geneva, Illinois 60134
(312) 232-2400
Contact Person: Mr. Doug Hoeft

The Kane County Educational Service Region and the nine school districts it services are participating in a cooperative venture to explore responsibility education and determine a direction for each district. During 1977-78, exploratory workshops on topics such as cognitive moral development, classroom management models, values education, teacher effectiveness training, etc. will be offered to leadership personnel from each district.

Following these awareness seminars each district will assess and evaluate their program to determine which program they want to explore more comprehensively.

During the 1978-79 school year, each district will engage in a more indepth look at one of the approaches to responsibility education and determine possible implementation strategies.

REGION III

RESPONSIBILITY EDUCATION PROGRAM ASSESSMENT

EXECUTIVE INTERNSHIP PROGRAM

Springfield District #186
All High Schools
1900 West Monroe
Springfield, Illinois
(217) 525-3016
Contact Person: Donald R. Davis

The Executive Internship Program enables high school students to participate in various operational aspects of organizations four days per week for a full semester. Executive Interns are placed with organization executives in fields of business administration, medical services, communication media, education administration, government, social service agencies, commerce, industry, architecture and religious organziations.

The Springfield Public Schools grant a semester of high school credit to the students who successfully complete the program. The students must keep an analytical daily journal, engage in weekly seminars, and share experiences with fellow interns and school personnel. During the Friday seminars the participants and the coordinator analyze issues of management, administration and decision making that will help them to reflect upon their own internship and understand their own situation better. Seminars are held at sponsor locations and other locations determined to be of interest to the interns. Sponsors and other executives of the community are asked to serve as resource persons during the case study discussions.

EQUIVALENT INSTRUCTIONAL EXPERIENCE

Springfield District #186
All High Schools
1900 West Monroe
Springfield, Illinois
(217) 525-3016
Contact Person: Donald R. Davis

Stated very simply, the rationale for Equivalent Instructional Experience (EIE) program is the expansion of options that are available to students. The creation of more options comes not through adding to an extensive curriculum but rather through providing for alternatives within the existing course structure. The EIE program permits students to complete course objectives through a mix of school-based and community-based learning experiences. Community-based programs currently in existence have adequately demonstrated that the use of community resources as an extension of the in-school program is not only desirable but entirely feasible. Many "relevant" educational experiences can only be gained in a real world setting and those best qualified to provide these experiences are people out in the community working in the offices and shops of government, business, and industry.

REGION IV

RESPONSIBILITY EDUCATION PROGRAM ASSESSMENT

MAKING THE MOST OF YOU

Bourbonnais Elementary District #53
Bourbonnais Upper Grade Center
200 John Casey Road
Bourbonnais, Illinois 60914
(185) 937-4471
Contact Person: Principal Richard Campbell

This program is designed to help 7th and 8th graders become more responsible by learning about themselves, their bodies, their personalities, and about others around them. It is directed by the School Nurse and the Social Worker and has the cooperation of all the teachers. The community involvement is extensive. Some of the speakers include a home economist from the Kankakee Home Extension Agency, a beautician, a barber, a dental hygienist, physicians, a representative from a local department store, police officers, a representative from the YMCA and the high school assistant superintendent. The main goal of the program is to help junior high students feel good about themselves and what they do and learn how to make responsible decisions about their own lives.

RESPONSIBILITY EDUCATION

Sullivan C.U.S.D. #300
725 North Main
Sullivan, Illinois 61951
(217) 728-4224
Contact Person: Mr. Antone Tepatti, Superintendent

A Cooperative Work Training program places potential dropout students in the community with various businesses. The students actively seek employment with the businesses through job interviews. The students work two hours a day for two hours credit. They must demonstrate personal responsibility by being at work on time, carrying out their duties, and showing loyalty to the employer. Other community-based activities are ongoing in the district. A Diversified Education program places interested students in a variety of work settings. Alternative classes have been developed for most subject matter areas. Community resource people are often brought into different classes to offer their perspective and experience. High school students are also used as tutors for students at the junior high school.

RESPONSIBILITY EDUCATION

Rankin School District #8
Elementary School
Rankin, Illinois 60960
(217) 397-2266
Contact Person: Mr. Ronald Howard, Superintendent

In order to eliminate the labeling of students and to develop more responsible learners and teachers, a new grading system has been implemented in grades K-2. Letter grades are no longer used. Individual parent conferences and teacher-written narratives have been substituted for letter grades. It is hoped that through face-to-face conferences with parents and students, a student's learning can be evaluated more accurately and the learning will be seen as everyone's responsibility.

BLOOMINGTON ALTERNATIVE SCHOOL PROGRAM

Bloomington District #87
Sunnyside Center
Western Avenue Center
Morgan Washington Center
Kaleidoscope Center
Bloomington High School Alternative Learning Center
(309) 828-5201
Contact Person: Richard Sens, Director

This program is funded under a grant provided by the Illinois Law Enforcement Commission. Each program site provided academic instruction (tutorial, compensatory, or functional) as well as counseling and career education experiences. A course is taught at the alternative sites which investigates the individual rights and responsibilities one has in society. Emphasis is placed on the law and justice system in the community.

SEIML - TITLE IV PROJECT

Bloomington District #87
Bloomington Junior High School
510 East Washington Street
Bloomington, Illinois 61701
(309) 827-0086
Contact Person: Mrs. Kate Coe, Coordinator

This project is designed to maximize the learning potential of students through a mastery learning strategy in Junior High that emphasizes: (1) diagnosis of student's abilities; (2) identification of precise instructional objectives; (3) sequencing of content/ skills; (4) pre- and post-assessment of content/skill; (5) remediation alternatives for students not reaching mastery level; (6) development of student responsibility for learning; and (7) success for 90% of all students.

OUTDOOR EDUCATION PROGRAM

Bloomington District #87
Bloomington Junior High School
510 East Washington Street
Bloomington, Illinois 61701
(309) 827-0086
Contact Person: Mr. Robert Knight, Principal

A selected group of junior high school students spend one week in an outdoor setting with staff which include teachers, parents, and

community members. The program attempts to develop the skills and attitudes of adaptability, interdependence, cooperation, relevance and meaning of education, self-reliance, positive attitude, self-esteem, human worth, personal and group rights, group dynamics and personal responsibility. Opportunities are provided in which students gain in almost every subject area through direct experience and/or observation.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Urbana School District #116
Leal Elementary (K-6)
312 West Oregon
Urbana, Illinois 61801
(217) 384-3618
Contact Person: Dick Bodine, Principal

A rights and responsibilities document is a basis for instruction by teachers. It is the guide for all kinds of learning in the school and for behavior in and out of the classroom. Parents are also involved with teachers and children so that everyone has an understanding of the behavioral expectations of the total school community. Children learn about their rights and responsibilities through open-ended discussions and individual conferences. A copy of the rights and responsibilities document is sent to each child's home prior to the opening of school in the fall. Teachers use it in the beginning days of school, and throughout the year, to develop attitudes. A major part of the rights and responsibilities program involves student responsibility for learning. The program offers choices to students, parents and teachers as to the learning approach most appropriate for the individual. Three distinct options with varying amounts of freedom for students are provided.

RESPONSIBILITY EDUCATION CURRICULUM FOR MIDDLE SCHOOL

Gibson City C.U. School District #1
Middle School
Gibson City, Illinois 60936
(217) 784-4278
Contact Person: James McClard, Principal

A nine-week course on the World of Work for all seventh graders is a study of occupations. Guest presenters representing different community and area occupations are utilized. The Family is the basis for a second nine-week course for seventh graders. Family relationships, peer relationships, dating, death - all these are topics considered. There is a heavy emphasis on values clarification. In the eighth grade, a nine-week Consumer Education course deals with the role of the consumer in a world of finite resources. Intelligent buying is discussed as it relates to the individual's resources. Law-Focused Education is also a nine-week course for eighth graders. It looks at the young person's relationship to the law. Emphasis is placed on how the individual benefits from law and how it insures freedom. All courses are pass - fail.

RESPONSIBILITY EDUCATION/VALUES DEVELOPMENT

Champaign Community Unit #4
Garden Hills School
2001 Garden Hills Drive
Champaign, Illinois 61820
(217) 351-3872
Contact Person: Murphy McKinney, Principal
Columbia School
1001 North Neil
Champaign, Illinois 61820
(217) 351-3860
Contact Person: James Casey, Principal

A program designed to help each child develop his or her own values and problem solving skills for everyday living. The program design includes: (1) The development of basic and lasting understandings about good character and conduct. (2) The development and appreciation for individual and societal rights. (3) The development of the following skills: discussion and interaction, creative thinking skills, evaluative skills, and decision-making skills.

RESPONSIBILITY EDUCATION/GLASSER PROGRAM

Olympia Community Unit #16
Olympia Administrative Office
Minier, Illinois 61759
(309) 392-2601
Contact Person: Michael Radz

There is considerable teacher and principal interest in the approach to teaching responsibility advocated by Dr. William Glasser. The following steps have been taken to implement a Glasser program: (1) During the 1975-76 school year, twenty teachers took a three-hour graduate level course from Glasser's Educators Training Center. It was called "Designing Success Experiences." (2) A faculty committee at OHS was established to develop plans for implementing a building-wide approach to discipline based on Glasser's ideas. (3) All Olympia administrators will complete a three-day workshop on Glasser's approach to building success-oriented schools.

RESPONSIBILITY EDUCATION/AWARENESS PROGRAM

Olympia Community Unit #16
Minier, Illinois 61759
(309) 392-2601
Contact Person: Michael Radz

The first step in creating a climate for change is to create a level of awareness among those who will be affected. During the 1976-77 school year the following tactics were used to explain responsibility education to teachers, parents, and students: (1) a feature article of responsibility education in the district newsletter which goes to every resident in Olympia; (2) a verbal presentation to every PTO in the District; (3) a responsibility education assessment instrument was administered to a sampling of

parents, students,and teachers; (4) regular articles on responsibility education in the Curriculum Newsletter; (5) a one-day workshop for teachers; (6) creation of an area committee at OHS.

RESPONSIBILITY EDUCATION COMMITTEE ACTIVITIES

Olympia Community Unit #16
Olympia High School
Rural Route 1
Stanford, Illinois 61774
(309) 379-5911
Contact Person: Edgar Smitley, Principal

During the 1976-77 school year, a Responsibility Education Committee was created at OHS. The group is composed of six students, six faculty members, the principal, the Administrative Assistant for Instruction, and four parents. The purposes of the group are (1) assess the needs of OHS community as they relate to responsibility education; (2) create awareness of responsibility education among students, faculty, and parents; (3) represent OHS at state and regional responsibility education meetings; (4) assist in planning responsibility education-oriented programs and activities.

RESPONSIBILITY EDUCATION WORKSHOP

Olympia Community Unit #16
Olympia Administrative Office
Minier, Illinois 61759
(309) 392-2601
Contact Person: Michael Radz

One-Day Workshop for Teachers. The purpose of this workshop was to expose teachers to a variety of approaches to meeting the goals of responsibility education. Dr. Clinton Bunke from ISU was the keynote speaker. Small group presentations included legal education, cross-age helping programs, health education, integrating responsibility education ideas into the social studies curriculum, Glasser's classroom meetings, and humanistic approaches to classroom discipline.

RESPONSIBILITY EDUCATION/DISCIPLINE

Clinton C.U.S.D. #15
District
Highway 54 West
Clinton, Illinois 61726
(217) 935-8337
Contact Person: Mr. Stuart Coon, Counselor

Approximately thirty teachers in the district participated in a summer workshop on the topic of "Discipline in the Classroom." The workshop was held for five consecutive days and was conducted by the Educators Training Center in California. The Glasser approach was studied with emphasis given to how to develop responsible students. Those teachers receiving credit will implement a project using Glasser's ideas during the next school year. (Glasser films and text Reality Therapy)

RESPONSIBILITY EDUCATION

Clinton C.U.S.D. #15
Clinton High School
Highway 54 West
Clinton, Illinois 61727
(217) 935-8337
Contact Person: Mr. Stuart Coon, Counselor

Modular Scheduling at the high school provides a setting in which students are given a choice of how to spend the time they are not in class. Next year plans are being made to structure a fifteen minute homeroom period in order that two main goals can be accomplished. The first goal is to motivate those students who are not achieving academically by using the input from better students, along with developing individual plans which describe a student's intention of how he/she will improve. The second goal is to build a feeling of unity among the homeroom students. Decision making and value clarification will be utilized during this time.

REGION V

RESPONSIBILITY EDUCATION PROGRAM ASSESSMENT

RESPONSIBLE CITIZENSHIP

Signal Hill District #181
40 Signal Hill Place
Belleville, Illinois 62223
(618) 397-0325
Contact Person: Steven Suess

This eighth-grade program is being planned with four goals in mind: (1) help students to realize their responsibilities as school citizens, community citizens, and national citizens; (2) better understanding of the rights of citizenship; (3) explanation of due process of law for juveniles and adults; and (4) understand and appreciate the executive, legislative, and judicial branches of government. To help attain these goals, speakers will be sought to lead classroom discussions. Following is a list of such speakers: attorney, juvenile officer, municipal police officer, representative from the county sheriff's office, juvenile judge, representative from the states attorney's office, and the Lieutenant Governor of Illinois. Teenagers and the Law by John Paul Hanna is utilized as reading material.

RESPONSIBILITY EDUCATION PROGRAM

Metropolis Community High School District #20
Metropolis Community High School
1004 Catherine Street
Metropolis, Illinois 62960
(618) 524-2645
Contact Person: Charles R. Hopson, Principal

The Student Council will be the starting point in our student involvement in planning and organizing the program.

We plan on bringing in other student organizations as the plan develops. With all of our student organizations involved we will reach seventy percent (70%) of our student enrollment.

Our faculty will be informed of our Responsibility Education Program and will participate and be kept up to date as new plans are developed.

The first part of our plan is the definition and explanation of responsibility education to our student body.

Through small group discussions and in-service training of teachers and student leaders we will develop the leadership in the program.

Outside resource people: civic leaders, attorneys, doctors, etc., will be used.

PROJECT RAISE

Signal Hill School District #181
Signal Hill School (K-8)
40 Signal Hill Place
Belleville, Illinois 62223
397-8066
Contact Person: Elva L. Hines

The acronym RAISE - Reasoning, Attitude, Intellect, and Self Esteem--is descriptive of the work encompassed by the project. The goal is to encourage individual responsibility by improving the students' ability to resolve problem situations by considering alternatives, consequences, and reasoning for a course of action. The program is based upon the stages of moral reasoning developed by Lawrence Kohlberg. The success of the program is predicated upon the establishment of a climate supportive of individual rights and responsibilities. To this end teacher and parent education focuses on the skills needed to facilitate responsible student behavior.